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ONE HUNDRED THIRTY-SIXTH
ANNUAL REPORT
OF THE
SOUTH CAROLINA
SCHOOL FOR THE DEAF
AND THE BLIND
SPARTANBURG, SOUTH CAROLINA
1984



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State Budget and Control Board

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SOUTH CAROLINA
SCHOOL FOR THE DEAF
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LETTER OF TRANSMITTAL

SOUTH CAROLINA SCHOOL
FOR THE DEAF AND THE BLIND

Spartanburg, South Carolina 29302

The Honorable Richard W. Riley
Governor of South Carolina
Budget and Control Board
Columbia, South Carolina

Honored Sir:

I have the honor to transmit, herewith to you and through you, to the people of our State, the One Hundred Thirty-sixth Report of the South Carolina School for the Deaf and the Blind. This Report covers the period from July 1, 1983 to June 30, 1984.

Respectfully submitted,

Mr. Douglas F. Dent
Chairman
Board of Commissioners

SOUTH CAROLINA SCHOOL
FOR THE DEAF AND THE BLIND

Spartanburg, South Carolina 29302

July 1, 1984

Mr. Douglas F. Dent, Chairman
Board of Commissioners
South Carolina School for the Deaf and the Blind
Spartanburg, South Carolina 29302

Dear Mr. Dent:

The One Hundred Thirty-sixth Annual Report is hereby submitted to the Board of Commissioners of the South Carolina School for the Deaf and the Blind. The information contained in this Report is for the purpose of informing the General Assembly and the people of South Carolina of the activities and accomplishments of the School for the fiscal year 1983.

During the past year, our school has made progress in improving the quality of our programs. We have developed a closer relationship with local school districts. We have established appropriate service for emotionally handicapped students. We have revised the curriculum of most departments. Finally, we have institutionalized procedures for creating positive change in our organization through departmental goals and objectives, summer planning, the Annual Board Retreat, performance appraisals, and meetings with our Parent Advisory Committee.

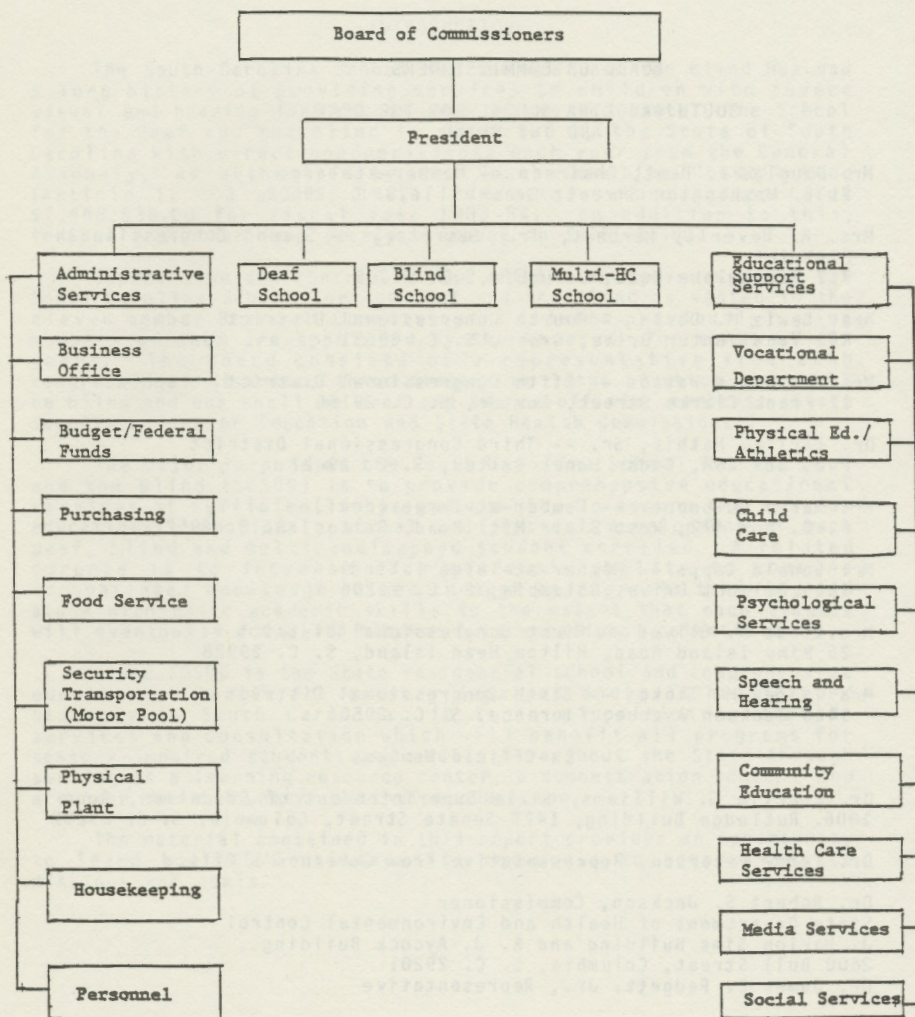
We appreciate ever so much the continuing support of our Board of Commissioners, as we seek to fulfill our duties and responsibilities to the deaf, blind and multihandicapped children and to the people of South Carolina.

Sincerely,

A. Baron Holmes, IV
President

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2600 Bull Street, Columbia, S. C. 29201

Dr. James E. Padgett, Jr., Representative

INTRODUCTION

The South Carolina School for the Deaf and the Blind has had a long history of providing services to children with severe visual and hearing impairments from across the State. The School for the Deaf and the Blind is supported by the State of South Carolina with direct appropriations each year from the General Assembly, as authorized by the South Carolina Constitution (Article II 3 and 5, 1962). The Legislature appropriated \$7,468,838.00 for fiscal year 1983-84. In addition to this, federal and other fund receipts amount to \$478,695.00.

Supervision and control of the affairs and government of the South Carolina School for the Deaf and the Blind is vested in the eleven member Board of Commissioners (listed previously), nine members of whom are appointed by the Governor for terms of six years. The Board consists of a representative from each congressional district, three members at large of which one shall be blind and one shall be deaf and two ex-officio members (State Superintendent of Education and State Health Commissioner).

The major purpose of the South Carolina School for the Deaf and the Blind (SCSDB) is to provide comprehensive educational services of sufficient scope and quality to assure the optimum educational, emotional, social and physical development of each deaf, blind and multihandicapped student enrolled. A related purpose is to increase each student's ability to combine occupational knowledge gained through appropriate training and study with basic academic skills to the extent that each student will eventually actualize his/her full vocational potential.

Since SCSDB is the State residential school and comprehensive educational center for sensory impaired and multihandicapped students in South Carolina, it is in a position to provide services and consultation which will benefit all programs for sensory impaired students and adults throughout the State through serving as a learning resource center, a demonstration school, and a center for community/continuing education.

The material contained in this report provides an opportunity to learn how SCSDB utilizes its resources to accomplish its missions and goals.

HISTORY

The South Carolina School for the Deaf and the Blind, established by the Reverend Newton Pinckney Walker had its origin at Cedar Spring in Spartanburg County in a former hotel building. Opening in January of 1849 as a private endeavor, the enterprise was endorsed by the then Governor Seabrook in November of the same year, after his inspection of the facilities: "Although the Institution was not open until the 22 of January last, the remarkable proficiency of its scholars assured us of the capacity, skill and assiduity of the Principal. We accordingly resolved publicly to recommend to the parents and Guardians of mute children Mr. Walker's School, as well entitled to their patronage and confidence."

The School property, as well as ample surrounding lands to provide for future expansion, was purchased in 1856 by the State. This was the wish of the founder: "I submit for your consideration, and of citizens of the State generally, that private property, being subject to forego material changes, is always unsafe for public purposes. My great desire is that the Institution in some form be perpetuated in all time in such a manner as to reflect honor."

Upon the untimely death of Reverend N. P. Walker in 1861, the Board of Commissioners did not appoint a successor citing monetary and other reasons: "The Professors and their Assistants are connected by blood or marriage, the utmost harmony prevails, and each appears desirous of advancing the institution and the introduction of a stranger as Superintendent would probably cause dissatisfaction and destroy that harmony which is necessary to success. The only change made in the employees is the appointment of a Steward, who is the son of the late Superintendent."

The institution remained open throughout the Civil War under the guidance of Mrs. Martha L. Walker, the wife of the founder. During Reconstruction years the School operated intermittently, but was reopened in 1876 with N. F. Walker, son of the founder, as Superintendent and has operated continuously since that time. Succeeding Dr. N. F. Walker were William Laurens Walker, William Laurens Walker, Jr., Newton Farmer Walker, and the present President, Dr. A. Baron Holmes, IV.

The School has expanded from a single building into a spacious and beautiful campus adorned with twenty-eight major buildings, including the original main building constructed in 1859.

Prior to the establishment of the State School, South Carolina had provided an allotment for deaf and blind children; deaf children attended the Hartford Institution in Connecticut, while blind children attended the School for the Blind in Boston. In 1848 this Act was amended to provide the sum of \$100.00 per

student, per annum, to be paid to N. P. Walker in support of his efforts. From a class of five deaf pupils under one instructor, the School has grown to its present capacity of approximately 425. It is operated by an eleven member Board of Commissioners, nine of whom are appointed by the Governor and two ex-officio members; State Super-intendent of Education and Commissioner, State Department of Health and Environmental Control.

CENTRAL ADMINISTRATION

The organizational structure of SCSDB is presented in Figure 1. The immediate Executive Head of SCSDB is the President (Dr. A. Baron Holmes, IV) who is responsible to the Board of Commissioners (listed previously), and is responsible for the day-to-day operation of the School.

In addition to the President, the central administration includes two directors, three principals of the schools, personnel department and several clerical and other administrative support staff members. The directors and principals are listed as follows:

- Mr. Robert L. Millard, Director of Educational Support Services
- Mr. Paul Manly, Director of Administrative Services
- Mr. Patrick Dowling, Principal of the Deaf School
- Mr. Dennis Thurman, Principal of the Blind School
- Mr. Thomas Bannister, Principal of Multihandicapped School
- Mr. Lachlan L. Hyatt, Jr., Personnel Director

The above persons and the President, have overall responsibility for detailed planning. Their task is to delineate both long-range and short-range plans for obtaining optimum resource utilization and the accomplishment of the School's major missions and goals.

DIVISION OF ADMINISTRATIVE SERVICES

Purpose:

The division is administered by the director whose responsibilities include security, food service, plant maintenance, motor pool and transportation along with the business office, purchasing, warehouse, federal funds and personnel departments. The division was responsible during the fiscal year for all financial accounting, purchasing, federal grants and funds, business office, warehousing, inventory, fiscal budgeting, personnel, student banking, transporting children to and from school, upkeep of all vehicles, maintaining all buildings and grounds, planning and serving nutritious meals to students and staff, the safety and security of students and property, and housekeeping services.

The division's goal is to maximize the use of state appropriated funds, federal funds, and other fiscal funds to best benefit the deaf, blind and multihandicapped students served at

the school. It is responsible to audit and monitor expenditure of these resources and serve as the chief center of all agency budgeting activities.

Operations:

The chief financial officer of the school is the Director of Administrative Services. Reporting as supervisors to him were the department heads over Purchasing, Federal Funds, Personnel Director, Business Office, Word Processing, Dietary, Physical Plant, Transportation and Security. During the year the number of staff was approximately 68.

In the Spring of 1984, the Campus Information and Distribution (CID) Office was formed and word processing equipment was purchased to help with the large volume of typing and copying work done campus-wide. This office operates word processing equipment, a magnetic card typewriter and both copiers and mimeograph machines. After only three months of operating this new equipment, projects such as this annual report, many curricula, book lists, and pupil lists were produced in a much more efficient and cost effective manner.

The Federal Funds office maintains some one-half million dollars in federal grants. Seventeen staff remain employed in federal funds, the largest being Title I (PL89-313). The Purchasing Department covers bids, contracts, leases and bulk purchasing. The purchasing office is responsible for procuring all supplies, equipment, machinery, fuels, motor vehicles, services and other personal property for the use of each department.

The Business Office includes accounting, EDP, payables, student accounts, word processing and receptionists. During the year, IBM Personal Computers were delivered to the Business Office and we are in the process of converting our recordkeeping to these machines beginning July 1, 1984. Presently, these computers will be used to do payroll and budgetary projections.

The Dietary Department provides a wholesome, nutritious dietary program for students and assists the educational staff in developing dietary instruction and improvement of programs for the students. Food is prepared in the Central Kitchen and distributed to three cafeterias throughout the campus.

The Physical Plant is responsible for maintaining buildings and grounds, warehouse and housekeeping.

The Transportation Department transports students to and from the school. Students living within a 30 mile radius are serviced by five daily routes. Residential students are transported home throughout the state on Friday and returned on Sunday night. The large diesel buses are used for the weekend routes for residential students and have had a very successful year with only one breakdown which was due to an electrical malfunction. The three mid-size diesel buses have been placed on daily routes. The

transportation department schedules all vehicles for trips (business and field), instructs drivers in the operation and procedures for activity buses. Newly licensed school bus drivers receive further instructions in the operation of the large diesel buses in order to qualify for the class II license which are required by the South Carolina Highway Department. The Motor Pool is under the supervision of the Transportation Department.

The Security Department has one full-time Security Officer and two part-time officers that work from 11:00 pm until 7:00 am seven days a week to insure safety for the campus and children.

Program accomplishments during the year:

- Successful completion of 5-Year Capital Improvement Plan by Director's Office.
- Creation of \$8 million plus state and federal budget for FY84-85
- Simultaneous work on 4 actual or proposed capital improvement projects in conjunction with President's Office, Budget & Control Board, architects and engineer's office.
- During the summer of 1983, clearing of the area where the new Vocational Building is to be constructed - 1 portable classroom building, 1 portable office building and 1 trailer were moved.
- Groundbreaking for the new 18,000 square foot vocational building was held on January 4, 1984.
- Enlargement of the parking area at the Motor Pool and completely enclosed by a chain link fence.
- Renovation of Hughston Annex for the implementation of the new Behavioral Management Offices.
- Renovation of Media Center and Aphasic II, for the implementation of the new Emotionally Handicapped Program.
- Psychological Services was moved from Hughston Annex to the first floor of Walker Hall.
- Community Education Offices were moved from Hughston Annex to the second floor of Walker Hall.
- Spring Hall classrooms were moved to the second and third floors of Walker Hall.
- Construction of sidewalks at the Transportation Office and Herbert Center.
- Installation of a central air condition unit in the Psychological Services Department in Walker Hall.
- The paint crew completely painted Hughston Hall, Thackston classrooms, and partially painted Student Affairs and Walker Hall.
- Purchase of a 1983 Chevrolet Impala has been added to the vehicle fleet.
- The Motor Pool has been expanded with the addition of a body and paint shop and a welding shop.
- All the campus service vehicle have been repainted except two and they are being replaced.
- Four school buses have been repainted and used for activity buses.
- Two buses and mobil medical unit were painted for the University of South Carolina at Spartanburg.
- As of June 1, 1984, 580 job orders had been completed by the Motor Pool staff which consist of minor repairs or

motor overhauls.

- The maintenance staff has completed approximately 4,000 work orders during the year.
- All food requisitions for athletic events, boy scouts and other special occasions were prepared by the dietary staff. Hot meals are provided each Friday before the children leave for home.
- One meal per day was provided for the day students and some staff.
- Three meals were provided for residential students.
- Special dinners were prepared for various student activities, for service clubs and other clubs who work for the school on various projects and also alumni events.

SCHOOL FOR THE DEAF

Purpose:

The School for the Deaf serves students from ages four to twenty-one whose parents reside in the state of South Carolina. The primary target population are students that have a hearing loss so severe that even with the benefit of amplification, the person is unable to hear or understand speech. The School for the Deaf is responsible for providing a full range of educational programs and instructional services to meet the diverse needs of hearing-impaired students. The curriculum is focused on providing learning experiences for each child to grow educationally, morally, socially and emotionally. The primary goal for all of the students is to prepare them to be self-supporting members of our society that will strive to contribute positively in all of their endeavors.

Operations:

The school year began on August 23, 1983 with 218 students. There was a maximum enrollment of 228 in November of 1983. In May of 1984, 77 seniors graduated from SCSD making this by far the largest class in the 136 year history of the school.

Program Accomplishments:

- Sign Language classes were continued this year at levels 1-3 for professional staff. Staff members were able to earn re-certification credit through these courses. In addition to these courses, job-related classes were offered to secretarial staff, youth counselors, business office staff, child care staff from the Multihandicapped School and bus attendants.
- All Sign Language evaluations were completed on Level 3 (staff members having the most contact with deaf students) staff. Re-tests were administered in January and April for those who failed the Level 3 test the year before. Out of the number of individuals who were re-tested, all except two either passed the test, or volunteered to be transferred to a position not requiring Level 3 Sign Language skills or elected to retire this year.
- The Sign Language Manual consisting of 800 signs and written descriptions was submitted to the print shop of the Vocational School for publication and distribution to staff and parents.

- An extensive Sign Language/Deaf Awareness Curriculum covering 12 grades with weekly lessons was completed this year.
- A library of videotaped materials was developed and made available for staff to improve reception skills, and prepare for staff to improve reception skills, and prepare for evaluation.
- Curricula for Sign Language 1 and 2 courses and for the Youth Counselors Course were revised and expanded.
- Introduction and implementation of the SCSD revised edition of the Reading Student Tracking Profile to teachers in the Deaf Department.
- Introduction and implementation of the preliminary draft of the English Curriculum for high school academic track students.
- Reading Milestones program was initiated in K-5 grades. Reading Milestones is a linguistically controlled reading program with specific designed for the deaf with application to children with various types of reading problems including language-delayed.
- Introduction and implementation of the Social Studies Curriculum for deaf students K-8. This work is a language-centered project with concepts revolving around basic themes including deaf awareness.
- General guidelines and sequential behavioral objectives for high school general track students. Areas that received special attention were reading, math, language, human growth and development, and career education/survival skills.
- A two day workshop on the "Language Process Approach to Teaching the Deaf" was presented by Ruth Sigler, from the Kentucky School for the Deaf.
- Summer curriculum developing workshops were held in June involving 24 staff members.
- A \$7,750.00 gift from the Self Foundation (Greenwood, SC) enabled us to purchase five additional Apple Computers to begin the Computer Resource Lab in August of 1984.
- In May, 1983 our school received special recognition from the SC Association of Curriculum Developers at a banquet held in Charleston. Jack Slemenda submitted our Language Lab Project and this was the first time that a state operated program had been awarded "Honorable Mention".
- The Sertoma Club of Spartanburg donated \$5,000.00 for the purchase of F.M. wireless auditory training units to be used in the classroom for speech development.
- Reading enrichment was provided for academic freshman through academic seniors. The goal of this special reading program was to improve reading comprehension skills, to improve vocabulary development, and to make reading fun. A computer and printer were also used in this program.
- In November a teacher of the deaf and teacher assistant, along with the help of the Psychology Department, established a Re-Education Program to serve students with special behavioral problems.
- Each month a student was selected as "Student of the Month". This selection was based on behavior, attitude and cooperation. Students were recognized by giving them a certificate, posting their pictures, and notification of parents.

- A "Good Behavior Program" was established by Mrs. Bryant in Thackston Hall. A party was held at the end of the month recognizing students that had been well-behaved for 75% of the time.
- New curriculum guides were introduced for science, social studies, and reading in Thackston Hall.
- Eighteen new students entered Thackston Hall (K-8) during the 1983-84 school year.
- An Interdisciplinary Team Approach was enacted for a student in Thackston Hall that was having severe problems of acting out. A special program was developed through the leadership of Mrs. Bryant as the Case Manager.
- The Christmas Program and the May Day Program were very successful. Both of these excellent programs were enjoyed by staff, parents, and friends. The May Day Program was attended by 58% of the parents with students in Thackston Hall. Parent Education classes were held after the May Day Program.
- Fourteen seniors attended the Close-Up Program in Washington, DC. This is one week devoted to teaching our students about our government and giving them hands-on opportunities to see, hear, and meet leaders of our country. Funds come from Chapter II Federal monies.
- Fourteen seniors took the Gallaudet Exam and eight were accepted. is the largest number ever to pass the test from SCSDB.
- "Sunshine Too", a professional touring group from the National Technical Institute for the Deaf spent one day giving performances and workshops on our campus. Performances included sign-mime, poetry, songs, story telling, short plays, and examples of deaf experiences in a hearing world.

SCHOOL FOR THE MULTIHANDICAPPED

The Multihandicapped School has continued this past year to improve upon programs and expand services to students who have such severe handicapping conditions that "special" programming is needed beyond what the public schools can provide. The ultimate goal of this programming is to assist students to become as independent as possible. Mainstreaming is done whenever possible for students who make sufficient progress for this to be beneficial.

MULTIHANDICAPPED EDUCATION DEPARTMENT

Purpose:

The education department of the Multihandicapped School has as a primary goal the training of students in order that they might become as independent as possible. This past year two separate education departments in the Multihandicapped School served the needs respectively of severely multiply impaired students and students having no sensory impairment but who are moderately to severely emotionally handicapped. For both of these groups as much normalization as possible is the goal whether that involves academic education or vocationally oriented training or independent living skills training.

Operations:

The Multihandicapped School served 124 students during the 1983-84 school year (7 of these in the Re-Ed Program).

Sixty staff members served the educational needs of the Multihandicapped School.

A pilot program for emotionally handicapped students was established using a Re-Ed model.

The Music Program was revamped by hiring an Associate Music Teacher and rescheduling hours in order to provide some after school activities.

Rescheduling was done with two adaptive physical education teachers in order to provide recreational activities after school.

A position was established for orientation and mobility instruction for visually impaired students.

Accomplishments:

- One hundred seventeen IEPs were conducted for students of the Multihandicapped School and seven for students of the Re-Ed Program.
- Ten new students were admitted to the Multihandicapped School and seven to the Re-Ed Program during the 1983-84 school year.
- A Curriculum Laboratory was established at Herbert Center containing a professional library, materials resource section, teacher work area, and "conference room".
- The outline for a master Curriculum Handbook for use by professionals and paraprofessionals of the Multihandicapped School was written.
- Forty in-service programs were presented at Herbert Center during the 1983/84 school year.
- One hundred percent of the students enrolled in the Multihandicapped School were served by the Music Program.
- Several significant pieces of equipment including a "commercial" sound reinforcement system and a Polophonic Computerized Synthesizer were purchased for the Music Program.
- A number of musical variety programs were presented including a joint program involving students of the Multihandicapped School and senior citizens from the Spartanburg Council on Aging.
- Fifty-four multihandicapped students and six students from the Blind School were served in the Pre-Vocational Training Program.
- A pre-vocational workshop situation was provided in the Herbert Center for orthopedically handicapped students in order to alleviate transportation and health-related problems. Three craft sales were promoted through the Pre-Vocational Program.
- Forty-five students were served by the Home Living Skills Program; thirty-one in classrooms and fourteen in the advanced residential training program.
- The Second Annual Graduation Luncheon was held in the "Home Living House."
- Nine multihandicapped students and ten students from the Blind School were served by the Orientation and Mobility Instructor.
- The Orientation and Mobility Instructor provided services

- which included functional evaluations, resource/consultant services, and developing goals and making suggestions for visual stimulation activities to teachers.
- Family counseling services were coordinated on a weekly basis for families of students in the Re-Ed Program.
 - Many field trips and special activities were provided for students.
 - Staff members attended various conferences and workshops throughout the year.
 - A survey of all the school districts in South Carolina was initiated to determine residential service needs of handicapped students in the state.
 - The first "Parent Orientation Day" was held and provided an excellent opportunity for staff-parent communication.
 - Several instances occurred when staff members provided technical assistance to public school districts.
 - A five year curriculum development plan has been formulated.

MULTIHANDICAPPED CHILD CARE DEPARTMENT

Purpose:

The child care department serves as a second home for students attending the Multihandicapped School who, because of geographic distance or special needs, cannot live at home and profit from our educational programs. The responsibility of this department is to provide a relaxed and loving atmosphere for residential students while maintaining programs consistent with identified student needs.

Operations:

The needs of our residential students were served by 39 staff members in the Multihandicapped School and two in the Re-Ed Program.

Students participated in recreational activities, activities of daily living and other activities designed to complement and supplement programs offered through the education department.

Behavior control and counseling were major responsibilities of dormitory personnel in the Re-Ed Program.

Accomplishments:

- Students participated in field trips to area restaurants, malls and parks as well as athletic events.
- Swimming was made available to the students during the afternoon hours.
- Many students participated in arts and crafts projects.
- Among activities provided for students during the dormitory hours were picnics, parties, feature length movies and opportunities to play video games.

SCHOOL FOR THE BLIND

Purpose:

The South Carolina School for the Blind has as its ongoing purpose the development in its students of those qualities of body, mind and spirit which will enable them to meet their

responsibilities of good citizenship in American society; to develop in each individual the ability to achieve happiness through independence and the realization of their own personal worth; to develop attitudes and interest that will provide moral and ethical values to each individual; to encourage each student to develop his or her own talents that will contribute to the richness to their lives and to their communities and to work and play cooperatively with others.

Philosophy and Objective:

The South Carolina School for the Blind subscribes to the philosophy that every child is entitled to be educated to the full extent of his or her capabilities, whether in public school or in a residential setting. For those that require education in a residential setting, the School for the Blind provides a very special form of education that is not available in public school programs. It is our belief that blind children with all kinds of exceptionalities are to be given an opportunity for training, learning and growing as individuals.

The school provides leadership in the development of specialized forms of comprehensive educational services focused on the needs of all kinds of children with visual handicaps. The program is staffed and equipped so that it will serve as a model for the education of visually impaired children. The school offers opportunities that are not often available in the local school districts, (i.e. specialized instruction in independent living skills, physical education, home making, arts and crafts, orientation and mobility, and music).

An instructional program adapted to each child's academic ability and development as often happens, a close personal relationship develops between teachers and students which is made possible only because of the low teacher-students ratio and the interest shown by the staff in all phases of the student's physical, emotional and mental development.

Operations:

The School for the Blind is coordinated by a principal, a supervising teacher, 17 classroom teachers, two Orientation and Mobility instructors, a full-time librarian and two part-time instrumental and vocal instructors, 5 teacher assistants and one secretary. The school also draws upon the support of the Physical Education Department and the School of Vocational Education. Support is also given by other departments such as Psychology and guidance as the need is felt.

During the 1983-84 school year the staff provided instruction and extra curricular activities to 78 students from South Carolina. Instruction included activities in language arts, mathematics, social studies, natural sciences, health, orientation and mobility, reading, fine arts and independent living skills. The high teacher-pupil ratio provided for individual attention wherever it was needed. The staff at the School for the Blind is composed of teachers who are skilled in a variety of special methods and has available resources for teaching through a wealth of auditory stimuli, tactual material, personal contacts, and real life experiences, as well as through books, recordings, and

standard classroom procedures. In addition, every teacher is certified by the state of South Carolina as an elementary or secondary teacher with additional certification for educating the visually handicapped.

In order to meet the very unique needs of many of our students, the school relies upon additional individualization of the programs through the Department of Psychological Services, school counselors, Department of Audiology, speech therapists, behavior management specialist, health and medical care personnel, and the SC Commission for the Blind. Other services are available on an as need basis.

Accomplishments:

- In July 1983, Mr. Dennis Thurman was appointed principal. Mr. Thurman brings to the position experience at both the Perkins School for the Blind in Boston and the Sir Frederick Frazier School in Halifax, Nova Scotia.
- In October an in-service for all state vision teachers was held on the campus at Cedar Spring. A very large turnout resulted and it is planned that an annual meeting will be held at Cedar Spring for all professionals in South Carolina involved with the education of the visually handicapped.
- November the senior class went for a two day visit to Duke University to visit the computation center where they saw state of the art technology for the blind using computers. Also in November three students took the PSAT. This test was given in preparation for the SAT in the spring. On the SAT, three students took the exam and all scored credible marks.
- A grant from the Spartanburg County Foundation has enabled the school to purchase 10 closed-circuit television sets for use in our classrooms. These televisions make possible the reading of print by many students who would be unable to function without this very valuable aid. The first summer camp for public school students was held at the end of the 1983-84 school year. Fourteen students from many parts of South Carolina were given an intensive two-week program in mobility and independent living skills as well as full recreational program. This camp was judged most successful by both parents and students alike and will, hopefully, become a part of the regular offerings from the school.
- The annual parents weekend was held in March and a larger crowd than before was able to attend. The weekend included such highlights as a play by the elementary students called "School Daze", in-services given by various professionals, and an opportunity for parents and teachers to talk about the individual progress of each child. The School began publishing Cedar Shavings, a newspaper for parents and others written by the students in the Journalism Class. Ten issues of this paper were written and were very well received by those who received them.
- The School began publishing the Traveller, a newsletter aimed at encouraging communications between the School and state vision teachers. Articles to the paper are written by both staff at Cedar Spring and by the state vision teachers themselves.

- Three students attended the Close Up Program in Washington, DC during the week of April 15-21. Under the able leadership of Mrs. Pat McKinney, these students experienced at first hand the workings of the United States federal government and had an opportunity to meet those legislators representing them.
- The Music Department continued its tradition of excellence by presenting two separate programs. The first at Christmas centered around the play, "Joseph and His Amazing Technicolor Dream Coat". The spring concert highlighted many students in both instrumental and vocal spheres. The Music Department continues to offer high quality instruction in an area that enriches the lives of many of our students. Five students received the State High School Diploma. All five students plan to continue their education either at college or through technical programs in the fall.
- Field trips were made by all age groups in the school. These educational experiences reinforce classroom learning. Trips were made to Discovery Place Science Museum in Charlotte, Science programs at Clemson University, various parts of both local and state government and many other trips designed to meet specific needs.
- The senior class, for its senior trip, went to Disney World in May. All reported to have enjoyed themselves and to have made new friends during their stop over at the Florida School for the Blind in St. Augustine.
- Monetary awards were presented at the annual Awards Day ceremonies to students who demonstrated exceptional efforts in creative writing. These included winners in the senior literary contest and the junior literary contest.
- Students in grades 5 and 8 participated in the awards writing program sponsored by the State Lt. Governor. Awards were presented to the winners by Lt. Governor Mike Daniels at the Spartanburg County Court House. Several members of the student body excelled in competitive sports such as football, track, and wrestling. Both Lonzey Jenkins and Tyronne Branch continued to excel; Lonzey set a US record in the 440 yard run, and Tyronne won the State Mile championship. Lonzey also won the 148 pound state wrestling title.
- The concept of independent living skills was extended further down into Robertson Hall with the establishment of a separate program for the elementary and lower functioning students. This program will serve as a preliminary point of instruction before students begin to use the independent living skill program established through the house.
- In-service was held on a regular basis for all teachers in the School. The major topic for the year was increasing braille skills which will be an ongoing program for the staff. Other topics included stress management, crisis intervention and low vision efficiency.
- Staff continued to participate in professional organizations such as the Council for Exceptional Children, the Alliance, to attend meetings at the American Printing House for the Blind in Louisville and at the Leadership Institute in Washington, DC.
- Ongoing work is being done on the School's curriculum. In

addition, many textbooks in both braille and large print are being replaced.

DIVISION OF EDUCATIONAL SUPPORT SERVICES

This Division is administered by the Director whose responsibilities include all instructional support programs in the Blind School, the Deaf School and the Multihandicapped School. Three major departments in Educational Support Services are the Child Care and Daily Living Skills Departments, the Vocational Department and the Physical Education Department. The Community Education Department with offices in Spartanburg and Charleston serves the adult handicapped population. This department also extends support and assistance to the handicapped community education program in Richland District One, Columbia. Other departments in the Division include Psychological Services, Speech and Hearing, Media, Health Services, and Social Services. Information describing purpose, operations and program accomplishments of each of these areas is presented below.

Child Care Department

Purpose:

The Child Care Department is the residence component of the total educational program offered at the SC School for the Deaf and the Blind. The department produces a safe, comfortable living environment to hearing impaired and visually impaired students ages four to twenty-one.

The Child Care Department not only provides for the basic necessities of daily living but also attempts to compliment the efforts of classroom personnel through the Daily Living Skills (DLS) Program. DLS is funded through Chapter I monies provided by the Federal Government and offers an afternoon program of structured recreation, arts and crafts, educational field trips and computer games.

Operations:

The staff of the Child Care Department in 1983-84 consisted of the Dean of Students, and Assistant Dean, a Secretary, four Dormitory Directors and 32 Youth Counselors. These staff provided for the residential needs of 146 hearing impaired and 68 visually impaired students daily from 3:15 pm until 8:00 am the next morning. The staff are, of course, on duty Sunday evening when the students arrive. The DLS staff is composed of two teachers and six recreation aides.

Program Accomplishments:

- The DLS coordinated the Arts Camp, a two week art education program for young hearing impaired students offered by the Arts Council of Spartanburg, Inc. and funded through the Spartanburg County Foundation.
- An educational games room, complete with three personal computers, was established as a unit in the DLS program. A recreation aide was hired to staff the game room.
- A task force of Youth Counselors led by the Assistant Dean

- participated in a year-long revision of the performance appraisal instrument.
- Three Youth Counselors were awarded traineeships to a five week Child Care Workshop held at the University of Tennessee.
- The Dean of Students provided consultation services to other hearing impaired programs in the area of student discipline.
- The Assistant Dean was a presenter at the Southeastern Regional Institute on Deafness on the topic of Deaf Awareness for Psychologists.
- The Assistant Dean co-authored a proposal resulting in the award of a \$20,000.00 grant to establish a Drug and Alcohol Abuse Prevention Program at the school. The grant was awarded by the South Carolina Commission on Alcohol and Drug Abuse.

Vocational Department

Purpose:

The purpose of the Vocational Department is to provide guidance, developmental, and training opportunities to students so that they may become productive and self-sufficient members of society to the fullest extent possible.

Operations:

For the 1983-84 school year, the Vocational Department consisted of a Vocational Director, an acting Supervising Teacher, a Special Programs Coordinator, twelve teachers, one teacher associate, and six teacher assistants. Of this staff, there were three blind teachers, two deaf teachers, one deaf teacher assistant, three minority teachers, one minority teacher assistant, one visually impaired teacher assistant, and one minority Supervising Teacher. Nine of the staff were certified at the master degree level, one at the bachelors + 18 hour level, and three at the bachelors level. Three of the teacher assistants had associate degrees from the state's Technical Education System.

During this school year, the Vocational Department provided direct educational services to 149 deaf, 30 blind, and 22 multihandicapped students. Of the 83 graduating deaf and blind students, 69 received vocational certificates for completing a prescribed occupational training program.

The vocational offerings for the 1983-84 school year were Graphic Arts, Business Education, Computer Science, Cabinetmaking, Building Trades, Therapeutic Massage, Piano Tuning, Foods and Nutrition, Personal Sewing, Industrial Arts, and Pre-Vocational as well as the Intermediate Program.

Program Accomplishments:

- Plans were finalized for the vocational program and facility expansion. Construction was started during the winter.
- The Student Work Program provided paid work experience for over 100 deaf, blind, and multihandicapped students. Money for this was obtained through the successful operation of the student canteen and vending operations.
- A detailed job description, complete with success criteria, was developed for each vocational teacher.
- Plans for an Adult Vocational Program to be implemented in

the fall of 1984 were finalized and approved by our Board of Commissioners.

- The vocational staff was divided into four special interest groups and participated in program review and restructuring.
- The Cooperative Work Adjustment Center, a joint venture with the Vocational Rehabilitation facility, provided services to 62 deaf and multihandicapped students.
- An on-site review was done of all sheltered workshops in the state and a directory is being developed.

Department of Physical Education and Athletics

Purpose:

The Physical Education program has a developmentally oriented motor skills curriculum. The program is designed to provide the learners with a broad-based experimental background in a wide variety of movement activities. These activities include basic perceptual and motor skills, fundamental and body management skills, physical fitness, social skills, individual and team sports and life-time leisure skills. The Department has been conscientiously striving to implement philosophically and practically the legislative mandates of Title IX and PL 94-142.

The Physical Education Department serves the Deaf School, the Blind School and the Multihandicapped School.

Operations:

The Physical Education Department consists of a staff of one principal, eleven teachers, four teacher aides, and one secretary. The total number of students served was 350. The physical facilities include one athletic field, three gymnasiums, two multi-purpose rooms, a swimming pool, two weight rooms, two bowling alleys, and a recreation room.

The Athletic Department provided interscholastic competition to those individuals who have demonstrated superior athletic abilities. The School is a member of the SC High School League and participates in Conference IA. In addition the School is a member of the Mason-Dixon Basketball Associations and is associated with the US Association of Blind Athletes, The American Athletic Association for the Deaf, and the Special Olympics.

The Athletic program sponsors a wide variety of athletic teams. These include varsity football, volleyball, boys and girls cross country, boys and girls basketball, wrestling and boys and girls track; junior varsity basketball, and junior high boys and girls basketball and junior high wrestling. We also participate in the American Youth Soccer Association.

Program Accomplishments:

- Sponsored the Third Annual Turkey Trot. This was a school-wide road race. Approximately 150 staff and students competed.
- In conjunction with the Breakfast Optimist Club, the Spartanburg City Police, and the Southern Bell Pioneers, we conducted the Annual Bicycle Safety Rodeo for elementary students. In addition we organized the Annual Car Rodeo for students enrolled in Driver's Education.
- The Cross Country Team (six boys and two girls) ran from

- Spartanburg to Charleston for publicity and fund raising.
- Hosted the 2nd Annual Mason-Dixon Wrestling Tournament. Seven deaf schools and two blind schools participated.
- Mr. Chuck White, Mr. Mike Hollifield and Mr. Jack Todd were selected to participate in the World Games for the Disabled.
- Mr. White and Mr. Hollifield were Goal Ball Officials and Mr. Todd was a track coach. Three students from the school were members of the US Blind Team.
- Participated in the 4th Annual Po-Hi (Physical and Other Health Impairments) All-Sports Day with the Charles Lea Center.
- Seventy students participated in the District Special Olympic competition in track, bowling and swimming.
- The Driver's Education program was placed under the direction of the Athletic Director.
- Hosted the Spartanburg County Junior High School Wrestling Tournament.
- Hosted a Physical Education Workshop for the State Department of Education in which public school teachers from the Piedmont area participated.
- Hosted the SC Association for Blind Athletes State Games.
- Hosted the State Special Olympics Softball Tournament.
- Coordinated or participated in the following special events:
 - Safety Week - Multihandicapped Fun Day
 - Multihandicapped Swim Meet - Staff Talent Show
 - Multihandicapped Movement and Gymnastic Exhibition
 - March of Dimes Team Walk
- Mr. Mike Hollifield served as President of the Cedar Spring Education Association.
- Mr. Dana Moore was elected President-elect of the Cedar Spring Education Association.
- Ms. Chris Fister and Mr. Dana Moore were elected as members of the Board for the Mentally Retarded and Developmentally Disabled Recreation Committee.
- Ms. Garle Jefferson and Mr. Chuck White were selected by the State Superintendent of Education to serve on the text book review committee for Driver's Education and Physical Education.
- Mr. Bob Morrow took ten varsity basketball players (five boys and five girls) to the Mike Glenn All-Star Basketball Camp.
- Mr. Bill Ramborger took eight athletes to the Deaf Olympic Try-outs (Track) in Austin, Texas.
- Mr. Jack Todd served as President of the SC Association for Blind Athletes.
- Ms. Helen Wagner served as Secretary of the Cedar Spring Education Association.

Community Education

Purpose:

The Office of Community Education provides continuing education opportunities for deaf and blind adults throughout the state of South Carolina and assists agencies, institutions, organizations, professional associations, business and industry in making their programs and services accessible to the deaf and the blind adults of the state.

Operations:

The Community Education Office has been in existence since August 24, 1977. Statewide services are provided on a limited basis through the aid of a fulltime coordinator in Charleston and a director, coordinator and secretary located at SCSDB in Spartanburg.

Through cooperative funding from Gallaudet College and SCSDB, Janice Bruce was employed as a facilitator for the sensory impaired population in Charleston. She began her duties on August 15, 1983 under the direction of the Community Education Consultant for the Charleston County School District and the Director of Community Education at SCSDB. She planned activities for the sensory impaired students as well as the adult sensory impaired population of Charleston County.

Program accomplishments:

A. Spartanburg Office:

- Thirty-five (35) classes and workshops were conducted at SCSDB with 477 participants (100 hearing impaired participants and 6 other type of handicaps and 9 interpreters).
- Conducted a one week day camp for children ages five through twelve living in the Spartanburg area. Thirty-five campers, six deaf and six hearing children of deaf parents. All the counselors and the bus driver were volunteers.
- Planned and coordinated the first black, deaf alumni reunion July 8-10, 1983. Alumni came from as far away as Ohio and New York. Thirty-five (35) persons were in attendance at the banquet on Saturday evening.
- Employed a person to work as the facilitator for the sensory impaired population in Charleston County School District.
- Attended the SC Association of the Deaf convention in Rock Hill. Sponsored a workshop conducted by Sy DuBow from the Center for the Law and the Deaf in Washington, DC for participants of the convention.
- Coordinator taught three classes of Human Growth and Development in the deaf high school from September through May.
- Served as a relay center for telephone messages to and from deaf persons. A total of 789 TTY calls were handled.
- Served as interpreter referral center providing services for approximately 150 requests.
- Served as liaison between the school and the SC Association of the Deaf.
- Planned and coordinated a "Back to School Cookout" for the entire staff and their families.
- Provided an in-service training workshop for teachers and support staff on "Child Sexual Abuse." Provided tutoring twice a week for a deaf lady in preparation for the GED exam.
- Provided tutoring in math to a blind lady in preparation for the GED exam.
- Provided a lending library of films, books, TTY's tape recorders and Brailers.
- Coordinator taught a Sign Language class twice a week for the Administrative Support Services staff. (18 students)

- Collaborated with Charlie McKinney, the Executive Director of SCAD, in providing five deaf awareness workshops for the personnel in the Department of Mental Health. (4 in Columbia; 1 Whitten Center with over 300 in the training sessions).
- Established a senior citizen organization for a group of deaf persons in Spartanburg and surrounding areas. Involved the Council on Aging by using their meeting facilities and registering the deaf persons as members of the Council. The group meets twice a month with one meeting being a social and the other a program meeting. Five meetings have been held and the topics for their two programs were: "Financial Planning" conducted by Mr. John Magill and "The Aging Skin" conducted by dermatologist, Dr. George Stretcher.
- Provided in-service training for 70 Spartanburg County Sheriff's deputies in "Orientation to Deafness."
- Cooperated with Spartanburg Methodist College, Converse College, Spartanburg County Public School Hearing Impaired Program and SCAD in the formation of a consortium for the purpose of enhancement of life for deaf/hearing impaired people in South Carolina.
- Made approximately 50 presentations on various topics to clubs, organizations, schools, etc.
- Provided three workshops for the deaf community: "TTY/TDD's" (History, How to Use, Where to Buy) twelve participants; "All About Social Security" - conducted by supervisor from Social Security Office, 21 participants; "Programs of Department of Social Services" - conducted by supervisor from DSS, 31 participants.
- Through consultation with the local Adult Education Coordinator and the State Department of Adult Education, received funding for adult education classes on campus and for future funding of a part-time adult education position.
- Began exploring the possibility of providing training for blind persons in amateur radio and the establishment of an "amateur" radio station on campus.
- Provided activities for deaf adults, using Voss Center, every Friday during the summer of 1984.

B. Charleston Office:

- Provided in-service training for Charleston County Community School directors on how to serve hearing impaired persons.
- Contacted most of the local agencies and explained services which could be provided through the office.
- Served as a board member on the Charleston Council for the Deaf.
- Assisted the Charleston Council for the Deaf with their annual fundraising gift wrap project.
- Classes and workshops presented for the deaf community were:
 - "PAR" - "People Against Rape" (30 participants)
 - Shag class - (19 participants)
 - CPR class - (27 participants - 3 hearing impaired)
 - CPR class - (18 hearing impaired students at Bonds Wilson High)
- Conducted "Deaf Awareness" workshop for seventh graders at C.E. Williams Middle School.

- Assisted with Special Olympics.
- Organized and implemented an after-school program for the middle school hearing impaired students. Personnel from Parks, Recreation and Tourism assisted. These were some of the activities that were offered: bowling, pizza making, art, putt-putt, tennis, horseback riding, and a Christmas shopping trip. As a result of the after-school program, the students are having more social activities, parents are beginning to get to know each other and are communicating, driving car pools and assisting with activities. All the teachers, supervisor and staff members are very complimentary of the program.
- Coordinator appeared as a guest on the radio show "Community Spotlight" and explained the Community Education program. Received many calls following the interview.

Psychological Service Department

Purpose:

The Psychological Services Department provides a variety of psychological services to students in the Deaf, Blind and Multihandicapped Schools. The psychology staff also acts as consultants to the staff at the SC School for the Deaf and the Blind regarding educational, emotional, disciplinary and family issues involving students on campus. The fundamental role of Psychological Services is to joining with others in realizing effective strategies for helping students grow in healthy and productive ways.

Operations:

The department consists of a director, a psychologist, a part-time psychologist contracted to do assessments, one psychologist as coordinator of the deaf re-ed program, 2 counselors, one behavior management specialist/family liaison counselor, one aide and one secretary. Additional staff serving the re-ed program consisted of one teacher, one teacher aide, one dorm director and 2 youth counselors.

The Psychological Services Department serves the Deaf, Blind and Multihandicapped Schools, including both academic and residential domains. The two primary functions of the department are Assessment and Prescriptive Services and Counselor/Behavior Management Services. The purpose and scope of each function is summarized below.

Counseling-Behavior Management focuses on personal and interpersonal problems of students and on cases of maladaptive student behavior. The goal for this aspect of the department is to create a more positive atmosphere for the SC School for the Deaf and the Blind students. Behavior programs were written for some students, and other cases were resolved through staff consultations. The behavior management specialist also served as a family liaison counselor, coordinating programs between school and home. A re-education program was developed to serve deaf students with more severe difficulties. Counseling was done in group and individual sessions, with both formal and informal methods for building relationships with students and by providing

support to staff involved.

The Assessments and Prescriptive Service primarily is the responsibility of the two School Psychologists. To carry out this service, a model of psycho-educational assessment has been developed which is conceived in the spirit of appropriate individualization of educational services set forth by PL 94-142. The components include: (1) pre-assessment conference and observation with referring person(s) and student to gather educationally relevant information concerning the referred student, (2) a psycho-educational assessment of the student, the nature of which is guided by the background information gathered in step (1) and not just by State requirements, (3) a post-assessment conference with the referring person(s) to generate specific and detailed instructional curricular and management implications out of assessment findings.

Program Accomplishments:

- A big brother/big sister program was developed by psychological services and the assistant dean to provide younger students with role models and companions.
- One school psychologist coordinated a re-education program established to serve selected older deaf students whose behavior problems were interfering with them successfully functioning in a regular classroom environment. It served a total of 6 students this year in a self-contained classroom/dormitory situation.
- Inter-disciplinary teams were established to coordinate strategies used with children exhibiting chronic difficulties both in class and in after school activities.
- A grant written by one counselor and the school dean was approved to provide preventive treatment and information to students regarding alcohol and drug use.
- One counselor co-led a counseling group for SC School for the Deaf and the Blind students in conjunction with SC Alcohol and Drug Abuse Commission.
- One psychologist provided in-service training for the staff of the newly established program for non-sensory impaired emotionally disturbed students and the Deaf Re-ed Program.
- The behavior management teacher in-serviced and supervised one college student doing a psychological internship and three college students doing deaf recreation practicums.
- One counselor attended 40 hours of training on weekends to develop an alcohol and drug abuse prevention program for the next academic year.
- One psychologist supervised and in-serviced the staff of the Deaf Re-Ed Program.
- One counselor served as a family liaison counselor for students referred to the Deaf Re-Ed Program.
- The behavior management teacher provided formal staff development training for Multihandicapped School Youth Counselors.
- One counselor provided supervision and in-service to a part-time teacher-counselor.
- Behavior Management provided assistance to the dean's office in coordinating dormitory routines of younger students.

- The Director of Psychological Services provided in-service for employees on Stress Management and Assertive Discipline.
- A total of 205 referrals were received during the school year with some students being referred more than once. Students were served in order of priority with some students being placed temporarily on a waiting list. All referrals were eventually responded to but the emphasis focused on consultation and crisis intervention rather than direct service or preventive treatment.

	Behavior Management	Counseling	Deaf Re-Ed
Consultations	65	25	6
Programs	7	90 Individ.	6
		48 Groups	
Family Liaison	22		7

The Deaf Department sent in 117 referrals, the Blind Department sent in 37 referrals and the Multihandicapped School sent in 51 referrals. For the School Year 1983-84, 143 psycho-educational assessments were completed.

	Deaf	Blind
Applicants	25	11
Re-evaluations	13	18
Screenings	70	6
Total	<u>108</u>	<u>35</u>

Department of Speech and Hearing Services

Purpose:

The Department of Speech and Hearing Services is responsible for providing speech and/or language therapy for those students in the Deaf, Blind, and Multihandicapped Schools who exhibit significant speech and/or language deficiencies. It is also responsible for periodic audiological assessment of all students, and for hearing aid evaluations and fittings as necessary. Routine hearing aid maintenance and repair services are also provided, as well as diagnostic evaluations of all applicants to the school.

Operations:

The Department is comprised of four speech pathologists and one audiologist. Based on diagnostic testing and teacher priorities, students are seen for speech and/or language therapy on an individual or small group basis for two to three half-hour sessions per week. Major emphasis in therapy is given to the development of language concepts and skills in conjunction with the acquisition, development, and improvement of speech. All students are seen routinely every three years for a hearing retest. However, students who have a history of middle ear infections, a suspected progressive hearing loss, inaccurate audiological test data, or are referred by teachers, parents, or other agencies are seen as often as necessary. Hearing aid evaluations are performed as needed, and recommendations as to

appropriate amplification are made to supporting agencies or parents. Hearing aid repair services are provided and batteries dispensed as necessary. The entire Speech and Hearing staff is available for consultation with parents, administrators, and teachers to offer suggestions for program planning for individual students.

Program Accomplishments:

- All admissions to the school were seen for speech/language screening within 30 days of admission.
- One hundred eighty-seven students were seen for speech and/or language therapy.
- Sixty-seven IEP conferences were attended; IEP statements were prepared for all students enrolled in therapy.
- One hundred twenty-five students were seen for hearing retests.
- Forty-six students were seen for hearing aid evaluations.
- Thirty-four students were fit with new hearing aids.
- Fifty applicants to the school received complete audiological evaluations; staffings were attended on all applicants.
- Sixty-nine hearing aids received major repairs; this does not include minor repairs made in-house.
- Ninety-three earmold impressions were made.
- One staff member was included on the Professional Development Committee and attended all meetings.
- Major revisions were made in IEP forms and Progress Report forms.
- Speech therapy progress reports were written at 9-week intervals and distributed to parents of those students enrolled in therapy.
- A play emphasizing the utilization of speech in conjunction with sign language was presented to the student body; the play was presented by speech students and produced and directed by Speech and Hearing staff.
- The Department was represented at the Southeast Regional Institute on Deafness, Institute for Computer Application to Speech and Hearing Programs, Conference on the Hard-of-Hearing Child, and the SC Speech and Hearing Association Annual Convention.
- Two programs were presented to local colleges.
- Batteries were dispensed throughout the school year as necessary; a supply of summer batteries was distributed to those students qualifying for batteries from the Department of Social Services and/or Children's Rehabilitative Services.
- A systematic, structured program, consisting of 37 individual lessons and based on the Ling Approach to Teaching Speech to Deaf Children, was developed for use by elementary Deaf classroom teachers beginning the 84-85 school year.

Media Center

Purpose:

The Media Center at the SC School for the Deaf and the Blind is a delivery system for providing educational services to which

alternative strategies for reaching educational objectives is continual. The Center provides audio, visual and tactile materials and equipment to all departments. The Media Center acts as a clearinghouse for media methods monitoring new techniques and materials for implementation where applicable.

Operations:

The Media Center is supervised by the Media Specialist and operates with the assistance of one Audio Visual Technician. Services include:

Video taping and decoding off air, both instructional and commercial channels, for use by classes, workshops and for use on transportation video systems.

Video taping, live, special events and sign language evaluation tapes.

Minor equipment repair and preventive maintenance.

Design and production of supplementary educational materials, bulletin boards, displays, and adaptive devices.

Development of promotional materials including multi-media presentations.

Photography.

Materials/methods research and information distribution.

Scheduling and maintaining viewing and production areas for students, teachers, staff.

Composition and distribution of monthly media newsletter.

Distribution Center for Captioned Films for the Deaf for SCsDB and programs for the hearing impaired throughout the state of South Carolina and surrounding states in the Southeast.

Program Accomplishments:

- Media personnel met with teachers and other staff throughout the year to develop hands-on kits, transparencies, video tapes and other media to meet specific classroom, dormitory and clerical needs. The "Hands-On" Library was reorganized, relocated (within the Media Center) and materials were added during the year. One hundred and two software units were checked out during the school year.
- Media personnel completed six hundred and seventy production units.
- The Media Center continues to serve as the State depository for Captioned Films for the Deaf. For the report period beginning July 1, 1983 and ending May 31, 1984, the staff booked and distributed 868 films for use on campus and 689 films were booked and mailed to other schools. One hundred and sixty-three groups viewed 16mm films in Media Center.
- January 1, 1984, the depository contract was transferred from the Special Materials Project, Silver Spring, Maryland to Modern Talking Picture Service, St. Petersburg, Florida. Payments to our school for this operation from SMP and MTPS (4-83 to 3-84) totalled \$1,361.74. Part of this profit was used to purchase the Model 43 TTY and Phonetype 80 coupler assigned to the depository by SMP but which did not transfer with the new MTPS contract. Thirty-six new captioned films were received and processed.

- Nine issues of the media newsletter "The Media Monitor" were written, produced and distributed to staff.
- Equipment inventory has been kept current with circulation and use of equipment steady. Ninety-one in house repairs/lamp replacements were made with only thirteen pieces of equipment going out for repair under contractual services.
- The Media Center hosted 75 programs and/or evening classes and conducted fifteen tours of the Media facilities.
- Two hundred and thirty-four units of audio materials were produced or duplicated.
- Work was continued on scripts for developing individual school videotapes and scripts for some support service areas. The videotape "Reaching For Tomorrow: Today" was produced in cooperation with WNSC-TV for the Foundation for the Blind, Deaf and Multihandicapped of SC.
- Displays, slide presentations, video tapes and other visuals were produced and assembled by the Media staff for use at off campus meetings for professionals. These materials were used at such meetings as Council for Exceptional Children, State Principal's Annual Meeting, State Teacher's meeting, Daniel Foundation meeting and many other civic club functions.
- Numerous pictures and slides of students and school events were made throughout the year. Individual pictures of all staff, to aid students in name-face-area of work recognition, was completed by Media staff.
- Workshops were presented throughout the year. The schedules of staff are so varied that individual planning period workshops and demonstrations are offered. These have proven to be very successful. This service is available to any and all staff and to students who participate in the Student Work Program. The workshops include all A-V equipment and many techniques for utilizing materials suitable for use in classrooms, dormitories and/or general office procedures.
- Four hundred seventy-nine educational, informational and entertainment video tapes were recorded for use by classes and on the transportation video system. Four hundred and ninety-one classes scheduled viewing times in the Media Center to view programs. During the 1983-84 school year, the Manual Communications Program, now housed in Media Center, used media video services extensively for workshops and for staff evaluation video tapes.
- Students were trained throughout the year to operate equipment in the classroom and dormitories and to operate video equipment on the buses. Students participating in the Student Work Program were taught general Media Center duties and became familiar with the routine elements of day to day operation.

Health Center

Purpose:

The Health Center staff is responsible for the preventative, routine and comprehensive medical care for all deaf, blind, multihandicapped, and non-sensory impaired emotionally handicapped students. This is accomplished through continued communication with parents, family physicians and other interdisciplinary

agencies.

Operations:

The Health Center staff is comprised of a Medical Director, Nursing Supervisor, Pediatric Nurse Practitioner, one Registered Nurse, four Licensed Practical Nurses and a part-time Dentist. A full time Registered Physical Therapist and contracted Occupational Therapist also works under the supervision of the Medical Director. Service is provided on a twenty-four hour basis, with nursing personnel staffing a twenty-two bed infirmary and a satellite unit at the Multihandicapped facility.

Program Accomplishments:

- There were 7,307 outpatient visits for routine medical care.
- The school dentist examined 310 students and gave appropriate treatment or referrals. The staff was actively involved in the pre-admissions assessment team and attended admission committee meetings for Deaf, Blind, Multihandicapped, and non-sensory impaired Emotionally Handicapped schools.
- Three hundred sixty-one students were admitted to the Health Center with acute illnesses.
- Two in-service programs were presented to teachers and counselors.
- Two hundred athletic physicals were completed for competitive sports and Special Olympic participation.
- The Medical Director served on the SC Developmental Disabilities Advisory Council; as chairman of the SC Pediatric Society Committee on Handicapped Children; and actively participated in several groups serving and working with handicapped children.
- The Registered Physical Therapist served 90 students on an ongoing basis under a consulting, evaluation, and treatment regime.
- Two to four physically handicapped students were taken to Children's Rehabilitative Services for continued orthopedic evaluation and appliances weekly.
- Sixty students were referred to the emergency room or other physician for treatment of injuries or other medical problems.
- Sixty-three students were taken to Spartanburg Technical College Dental Assistance Program for fluoride treatments, polishing, and other dental care. They were also taught good dental hygiene techniques.

Social Services Department

Purpose:

This department provides specific and generic social work services for the student population. It also serves as liaison between the School and the student's home community. The office also coordinates volunteer service and performs assorted administrative tasks along with representing the Director of Educational Support Services at agency and state and local level meetings.

Operations:

This year the staff has consisted of two people. The Administrative Assistant, who is also a Social Worker and an Administrative Specialist who joined the department in March. Administrative responsibility covers a myriad of activities, including the provision of information to staff, students, parents and other agencies. There is also the responsibility of carrying out all Social Services Programs and the Volunteer Program. Other administrative duties include: assembling, editing and distribution of the Annual Report; serving on the Child Abuse Committee; serving on the Student Grievance Committee; and storing, purging and providing information on former student files.

As a Social Worker, the responsibility is for making as many home visits to applicants and enrolled students as time permits. The Social Worker is a member of the Screening Committee of Applicants and interviews many parents and students when they are here for evaluation. Visits are made to other agencies as needed in order to make the best plan for a student. Referrals are received from parents, students, staff and other agencies.

Program Accomplishments:

- Served on Governor's Advisory Council for Volunteers and on committee for Early Childhood Development and Education.
- Annual Report for 1983 prepared and distributed.
- Record Retention and Destruction report completed for Records Management Center.
- Scholarships were processed for 10 students attending college.
- Worked on many projects and provided information for questionnaires and future planning. Traveled as much as possible to make home visits to both new and enrolled students.
- Made 42 home and agency contacts regarding students with special needs.
- There were 31 office interviews with applicant students and their parents or guardians.
- Requested T.V. and newspaper coverage of programs, meetings and other events on campus.
- Approved requests for funds in the amount of \$1,053.00 for children with special needs.
- Monitored 18 sales on campus with a budget check on 5 of the sales.
- Made arrangement for 23 groups to visit our school programs.
- Answered 216 information requests from outside agencies and groups.
- Contract negotiated and signed with (R.S.V.P.) Retired Senior Volunteer Program.

Report on the Volunteer Program

The focus of the Volunteer Program changed during the past year. After much discussion and consultation with staff, a decision was made to accept only volunteers with superior qualifications. As a result of this decision, we had nine volunteers who worked a total of 765 hours. The value of this service computed at \$6.50 per hour was \$4,972.50.

Mr. John Chandler was the outstanding volunteer on our campus this year. He received a plaque in recognition of his service. All of the volunteers received a superior report from their supervisors. Two of the volunteers have indicated that they will return next year. We are indebted to the community and to the colleges in our area as they provide us with excellent volunteers.

This year a contract was negotiated and signed with the Retired Senior Volunteer Program for the 84/85 school year. Volunteer's from the RSVP will receive the additional benefits of that program.

CEDAR SPRING FACILITY SOUTH CAROLINA COMMISSION FOR THE BLIND

Purpose:

The Cedar Spring Facility of the Commission for the Blind is responsible for the provision of applicable vocational rehabilitation services to blind and visually impaired students, who are sixteen years old and above, who are enrolled at the SC School for the Deaf and the Blind. These services are designed to increase the student's readiness for future gainful employment. With the presence of the Multihandicapped School, which is also located at the School for the Deaf and the Blind, the Commission for the Blind is also involved with serving some of the multihandicapped students, who are legally blind and also have other physical or mental disability. (Note: The staff of this facility also have the responsibility of providing applicable vocational rehabilitation services to legally blind adults in Spartanburg County).

Operations:

During the 1983-84 academic year, the Cedar Springs Facility provided applicable vocational rehabilitation services to approximately 33 students, who are residents of the state of South Carolina. The facility staff consists of (a) Rehabilitation Counselor, and (b) Caseworker Assistant. The services available and provided by this staff includes:

- receiving referral information from the staff of the School for the Blind;
- conducting the initial interview with the student;
- contacting the parents of each students, regarding the agency purpose and other related information;
- processing application for applicable services;
- providing and/or coordinating necessary diagnostic services, including a general medical examination, an initial ophthalmological examination, a low vision examination, a psychological evaluation, an occupational inventory, and other prescribed examinations, that may be applicable to the individual's needs; determining the rehabilitation potential of each student and his or her eligibility for applicable vocational rehabilitation services;

- developing the Individualized Written Rehabilitation Program, which is designed to meet the specific needs of the student to increase his or her readiness for future gainful employment;
- providing and/or coordinating the provision of (a) vocational and personal adjustment counseling and guidance, (b) physical restoration services, including surgery, glasses, prostheses, hearing aids, etc., (c) and training programs, which includes on the job training at appropriate locations, which are on the campus of the School for the Deaf and the Blind and also in the local industrial community, depending upon the interests and needs of the students;
- referring each student to the appropriate vocational rehabilitation counselor, who serves the respective home county, where the student resides, when the student graduates or discontinues his or her enrollment at the School for the Blind;
- providing the above applicable services with the knowledge and cooperation of the appropriate staff of the SC School for the Deaf and the Blind.

Program Accomplishments:

- One partially sighted student (female) was involved in an OJT program as a switchboard operator at the SCSDB;
- One student received prostheses for cosmetic purposes from the Gorrin Artificial Eye Clinic in Greenville, SC;
- One student received an initial low vision evaluation at the clinic, which is located in the Commission for the Blind facility;
- Four students received follow-up low vision examinations;
- Three students received vocational evaluation services, which include Personality, Career Maturity, Dexterity, Social, and Occupational testing;
- Eight students participated in a Personal Adjustment Training Program during the summer, at the Ellen Beach Mack Rehabilitation Center in Columbia, SC;
- Fifteen students participated in a Work Experience Program;
- Fourteen students participated in an Intermediate Pre-Vocational Program;
- One student received some work experience training as a groundskeeper at the State Capitol building in Columbia, as well as on the campus of the School for the Deaf and the Blind;
- Four students received assistance with taking the pre-GED examination at Spartanburg Technical College. Two students passed this test and one student passed the SC High School Certificate Examination in Columbia, SC.

VOCATIONAL REHABILITATION FACILITY

Purpose:

The Vocational Rehabilitation Facility located on the campus of the SC School for the Deaf and the Blind provides medical, social, psychological and vocational evaluations to the deaf students and the multihandicapped students. This facility also provides on-the-job training in cooperation with businesses and industries in the community as well as continued counseling and guidance, social, personal, and work adjustment training, job placement, and follow up.

Operations:

During the twelve month year under report, this facility provided services for 178 students. These students are from various locales in South Carolina. When a student graduates or leaves the SC School for the Deaf and Blind, the case is transferred to the appropriate Vocational Rehabilitation Counselor in the students' home area in order that services be continued by the agency. In most instances these students are served by a speciality counselor.

The Facility is administered by (a) Project Supervisor (b) a Vocational Counselor (c) a Vocational Evaluator (d) an Adjustment Specialist (e) a Casework Assistant.

Program Accomplishments:

Diagnostic medical evaluation was provided to students throughout the year. Seventeen students received general medical examinations. Nineteen students received otological examinations and twenty-eight students received ophthalmological examinations. Two students received orthopaedic examinations. Two students received special diagnostic examinations. One hearing aid was purchased for a student.

Vocational evaluation was provided to 37 students. These evaluation results assist the Facility staff in planning future services and also assist the School staff in their planning for the students. Evaluation results are staffed jointly with the Facility staff and the School staff in attendance. On-the-job training was provided in industries and businesses in the community to students in the senior class. The on-the-job training program provided training in the following areas:

Groundskeeping.....	2 students
Benchwork-Assembly.....	10 students
Clerical.....	5 students
Key punch.....	3 students
Shipping-Receiving.....	6 students
Auto Mechanic Helper.....	8 students
Child Care.....	1 student
Food Services.....	20 students
Teacher's Aide.....	7 students
Custodial Care.....	6 students
Printing.....	1 student
Maintenance.....	3 students
Industrial Sewing.....	1 student
Photography Processing.....	1 student

Six students were employed at Converse College in the food service area on a part-time basis. The students were employed for the entire school year. Additional students were used in the program as substitutes.

Work adjustment training classes were provided by the Facility staff to 107 students from the junior and senior classes. This adjustment training is designed to prepare the students for future gainful employment and indoctrinate them to the "World of Work". Classes met for one hour on a twice a month basis for juniors and seniors.

The work adjustment program where students were involved in piece work on contracts obtained from various industries and businesses in the community had 64 students involved.

FINANCIAL STATEMENT

Fiscal Year July 1, 1983 - June 30, 1984

STATE FUNDS

Appropriation.....	\$7,059,169.00
Additional Personal Service Allocation.....	409,669.00
Total State Funds Available.....	\$7,468,838.00

Disbursement

Administration & Physical Support Service:

Personal Service.....	\$1,129,752.82	
Contractural Service.....	510,087.46	
Supplies.....	495,562.18	
Fixed Charges.....	50,183.64	
Travel.....	19,317.81	
Equipment.....	122,827.12	
SC Assoc. for Deaf.....	35,000.00	
Total Administration.....		\$2,362,731.03

Education Support Service:

Personal Service.....	1,552,216.37	
Contractural Service.....	52,234.47	
Supplies.....	37,117.91	
Fixed Charges.....	522.00	
Travel.....	6,565.45	
Case Service.....	42,088.68	
Total Education Sup.Service.....		1,690,744.88

Multihandicapped:

Personal Service.....	1,080,967.22	
Contractural Service.....	1,452.00	
Supplies.....	23,825.00	
Fixed Charges.....	00.00	
Travel.....	3,012.30	
Case Service.....	728.59	
Total Multihandicapped School.....		1,109,985.11

Deaf School

Personal Service.....	845,122.01	
Contractural Service.....	1,730.00	
Supplies.....	14,234.05	
Fixed Charges.....	125.00	
Travel.....	882.71	
Scholarships.....	2,100.00	
Total Deaf School.....		864,193.77

Blind School		
Personal Service.....	452,812.55	
Contractural Service.....	295.00	
Supplies.....	2,850.00	
Travel.....	1,426.63	
Scholarships.....	450.00	
Blind Placement.....	5,000.00	
Total Blind School.....		462,834.18
Employer Contributions.....		958,131.28
Total Agency Expenditure.....		\$7,448,620.25
Lapsed to General Fund(Personal Service).....		20,217.75
		\$7,468,838.00

SPECIAL DEPOSITS

Balance Brought Forward July 1, 1983.....	\$ 58,217.58
Receipts.....	64,477.39
Total Funds Available.....	\$122,694.97

Disbursements:

P.E. Athletic Contingency Fund.....	\$ 2,762.19
Music Account.....	592.36
Annual and Picture Fund.....	2,831.40
Pilot Club.....	271.98
Vacation Fund.....	1,760.88
Vocation Rehabilitation.....	3,359.93
Multihandicapped & Homeliving.....	20,829.09
Continuing Education.....	3,898.52
Special Needy Fund.....	1,053.08
Captioned Films.....	1,416.09
Special Bldg. Fund.....	2,068.72
Total Disbursements.....	\$ 40,844.24
Balance carried Fd.f/y 84-85.....	81,850.73
	\$122,694.97

CAPITAL IMPROVEMENT PROJECTS

Funds Received.....	320,357.17
Disbursed:	
Vocation Education Facility.....	310,506.64
School Buses.....	4,750.53
Energy Grant.....	3,134.05
Total.....	318,391.22
Cash forward f/y 84-85.....	1,965.95
	\$320,357.17

OTHER ACCOUNTS

Patient Fees:	
Balance Forward.....	154,504.40
Expended.....	24,525.87
Balance 7-1-84.....	129,978.53
Chapel Fund:	
Balance Forward.....	201,525.11
Received.....	19,135.79
Balance 7-1-84.....	220,660.90
Thackston Memorial Fund Bal. Forward.....	395.74
Balance 7-1-84.....	391.50
Cafeteria Operating:	
Balance Forward.....	37,574.27
Received.....	11,457.62
Expended.....	9,743.58
Balance Forward f/y 84-85.....	39,288.30
Student Work/Training Program:	
Balance Forward.....	1,133.43
Received.....	10,618.07
Expended.....	11,751.50
Balance Forward.....	-0-
Consolidated Federal:	
Balance Forward 82-83.....	41,106.77
Received.....	220,872.00
Expended.....	281,143.23
Balance forward 84-85.....	(19,164.46)

STATEMENT OF FEDERAL EXPENDITURES BY PROJECT

Title I.....	\$169,785.08
Title VI-C.....	45,415.01
Chapter II, IV-B.....	3,247.02
L.S.C.A.....	1,593.68
Vocation Education.....	30,940.38
Energy Grant.....	30,162.06
Total Federal Expenditure.....	\$281,143.23
U.S.D.A. Milk Reimb.	
Balance Forward.....	35,604.37
Received.....	152,134.02
Expended.....	47,676.29
Balance Forward f/y 84-85.....	\$140,062.10

ENROLLMENT

School for the Blind

Girls.....	21
Boys.....	53
Total.....	74

School for the Deaf

Girls.....	103
Boys.....	127
Total.....	230

School for the Multihandicapped

Girls.....	34
Boys.....	85
Total.....	119

Grand Total.....	423
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Number of Graduates

Blind.....	5
Deaf.....	77
Multihandicapped.....	5
Total.....	87

Number of Graduates Receiving Scholarships to Attend College

Blind.....	2
Deaf.....	8
Total.....	10

BLIND SCHOOL
NUMBER OF STUDENTS BY COUNTIES

County	Boys	Girls	Total	County	Boys	Girls	Total
Abbeville.....	0	0	0	Greenwood.....	4	0	4
Aiken.....	0	0	0	Hampton.....	0	0	0
Allendale.....	0	0	0	Horry.....	0	0	0
Anderson.....	1	0	1	Jasper.....	1	3	4
Bamberg.....	1	0	1	Kershaw.....	3	0	3
Barnwell.....	0	0	0	Lancaster.....	0	0	0
Beaufort.....	0	0	0	Laurens.....	0	0	0
Berkeley.....	0	0	0	Lee.....	0	0	0
Calhoun.....	0	0	0	Lexington.....	1	2	3
Charleston....	0	0	0	Marion.....	1	0	1
Cherokee.....	3	0	3	Marlboro.....	1	0	1
Chester.....	2	0	2	McCormick.....	0	0	0
Chesterfield..	1	0	1	Newberry.....	2	0	2
Clarendon.....	0	0	0	Oconee.....	0	0	0
Colleton.....	1	0	1	Orangeburg....	0	1	1
Darlington....	0	1	1	Pickens.....	0	1	1
Dillon.....	0	0	0	Richland.....	0	0	0
Dorchester....	1	1	2	Saluda.....	0	0	0
Edgefield.....	1	0	1	Spartanburg... 15	3	18	
Fairfield.....	1	1	2	Sumter.....	1	1	2
Florence.....	5	1	6	Union.....	2	1	3
Georgetown....	2	0	2	Williamsburg..	0	0	0
Greenville....	2	0	2	York.....	1	3	4

DEAF SCHOOL
NUMBER OF STUDENTS BY COUNTY

County	Boys	Girls	Total	County	Boys	Girls	Total
Abbeville.....	1	1	2	Greenwood.....	2	4	6
Aiken.....	4	6	10	Hampton.....	1	1	2
Allendale.....	0	1	1	Horry.....	8	3	11
Anderson.....	3	4	7	Jasper.....	1	1	2
Bamberg.....	0	0	0	Kershaw.....	2	1	3
Barnwell.....	2	2	4	Lancaster.....	1	2	3
Beaufort.....	0	0	0	Laurens.....	1	4	5
Berkeley.....	6	0	6	Lee.....	1	0	1
Calhoun.....	1	0	1	Lexington.....	0	2	2
Charleston....	15	3	18	Marion.....	1	3	4
Cherokee.....	3	3	6	Marlboro.....	3	4	7
Chester.....	5	2	7	McCormick.....	0	1	1
Chesterfield..	4	3	7	Newberry.....	1	3	4
Clarendon.....	3	4	7	Oconee.....	1	0	1
Colleton.....	1	3	4	Orangeburg....	4	3	7
Darlington....	4	1	5	Pickens.....	2	0	2
Dillon.....	0	0	0	Richland.....	7	2	9
Dorchester....	0	0	0	Saluda.....	1	0	1
Edgefield.....	1	0	1	Spartanburg...	12	15	27
Fairfield.....	1	0	1	Sumter.....	2	5	7
Florence.....	6	1	7	Union.....	1	1	2
Georgetown....	4	2	6	Williamsburg..	1	1	2
Greenville....	3	4	7	York.....	7	7	14

MULTIHANDICAPPED SCHOOL
NUMBER OF STUDENTS BY COUNTY

County	Boys	Girls	Total	County	Boys	Girls	Total
Abbeville.....	1	0	1	Greenwood.....	2	0	2
Aiken.....	4	2	6	Hampton.....	1	0	1
Allendale.....	0	0	0	Horry.....	0	0	0
Anderson.....	3	1	4	Jasper.....	0	0	0
Bamberg.....	0	0	0	Kershaw.....	1	0	1
Barnwell.....	1	0	1	Lancaster.....	1	0	1
Beaufort.....	0	0	0	Laurens.....	4	3	7
Berkeley.....	0	1	1	Lee.....	0	0	0
Calhoun.....	0	0	0	Lexington.....	1	3	4
Charleston....	4	1	5	Marion.....	0	0	0
Cherokee.....	0	1	1	Marlboro.....	3	1	4
Chester.....	4	0	4	McCormick.....	0	0	0
Chesterfield..	2	2	4	Newberry.....	1	2	3
Clarendon....	2	1	3	Oconee.....	0	1	1
Colleton.....	0	0	0	Orangeburg....	0	0	0
Darlington....	4	1	5	Pickens.....	3	1	4
Dillon.....	2	0	2	Richland.....	4	3	7
Dorchester....	1	0	1	Saluda.....	0	0	0
Edgefield.....	1	0	1	Spartanburg... 11	2	13	
Fairfield.....	0	0	0	Sumter.....	1	1	2
Florence.....	5	1	6	Union.....	0	0	0
Georgetown....	2	0	2	Williamsburg..	1	1	2
Greenville....	8	3	11	York.....	7	2	9

GRADUATES OF 1984

Deaf School

Teresa Lou Albright
 William Henry Barbour
 Kenneth Baron Bell
 Jerome Earnest Bellamy
 Dexter Bennett
 Paul Berry
 Bobby James Black
 Lisa Blakeney
 Darrell Eugene Blanton
 Pamela Renee Bledsoe
 Josephine Bonner
 Gregory Boykin
 Walter Stephen Bunce
 Belinda Ruth Burgess
 Linda Sue Cauthen
 Billy Stephen Cook
 Charles Bernard Cranford
 Tangelia Babeth Dawkins
 Mae Alice Dye
 Bobby Gene Ellison
 William Eugene Farr
 Patricia Eileen Gilliam
 Joe Nathan Glover
 Wanda Gail Graham
 Mary Etta Greene
 Darrin Hackett
 Alex Holmes
 Donna Holmes
 Sonja Deneene Holt
 Patricia Hudson
 Marvin Lee Huger
 Charles Edward Hunter
 Darlene Rene Ingerson
 Shirley Ann Jackson
 Marnie Danette James
 Michelle Johnson
 Kathy Lenora Jones
 Glenn David Jones
 Pamela Renee Jordan

FaRondo Ramone King
 Sharon King
 Patrice Yvonne Klugh
 Rodrick Clark Koger
 Nathan Allen Lockhart
 James Lee Miller
 Jonathan Miller
 Johnnie Mae Moon
 Robert James Moore
 Henry Lee Morrison
 Leonard Robert McClary
 Willie James McDonald
 Jeffery Patrick McManus
 Anna Marie Paige
 Jennifer Elaine Pernell
 Rodrick Philson
 Tamara Lynn Posey
 Andras Levonne Robinson
 J. Rome Sexton
 Sharon Shaw
 Ronnie Jerome Sherald
 Susie Mae Simon
 Wanda Lynn Small
 Angela Elizabeth Smith
 Maveric Solomon
 Carol Denise Spencer
 Jacqueline Denise Spry
 Homer Stanley
 Robert Darnell Thompson
 Vernell Patrick Vanderhorst
 Kenneth Walker
 Paul Howard Watts
 Sheila Renee Werts
 William Michael Whittle
 Lawrence Anthony Williams
 Herman Williams
 Janice Williams
 Melissa Phyllis Williams

Blind School

Kent Graves
 John Steven Smith
 Jarvis Williams

Charles Johnson
 Frederick D. Vercher

Multihandicapped School

Jeanne Louise d'Entremont
 Steven Wayne Hadik
 Tracy Gene Wilkins

Quentin Garrick
 Brent Tripp

